

BGE S1-S3

History

Planning & Assessment

**Second, Third
and Fourth Levels**

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Overview of resources

Within this pack you will find materials to complement the BGE History textbook. The teaching materials are designed to be used in conjunction with a class set of student books and provide expanded activities and contexts which promote literacy, health and wellbeing and numeracy across learning, as well as opportunities for wider interdisciplinary learning.

Scheme of work and lesson plans

The table on page 2–4 shows how the student book matches up with both the Second, Third and Fourth Level History experiences and outcomes. Each unit can be completed separately from the others and in any order, though the topics within each unit work best when completed in order. Each lesson topic is designed to take around 60 minutes, but activities may spread into two or more periods depending on student engagement and ability levels.

Each lesson plan contains a full set of activities related to one topic area of the student book. The only materials required for most lessons are a class set of student books. A small number of the lessons suggest using ICT for research purposes. All other materials are provided as photocopiable worksheets in this pack. The worksheets provide Second, Third and Fourth Level extension task questions covering Knowledge and understanding (Worksheet A) and Source skills (Worksheet B).

The optional project-based activities at the end of each section are designed to take multiple lessons and will require resources in the form of poster paper, coloured pencils, etc.

Assessment

Each topic makes use of the summative activities in its associated unit and provides opportunities for formative assessment to check for understanding and monitor progress.

Each unit also has an end-of-unit test that assesses knowledge gained across the unit and is designed to summatively assess student knowledge. These unit tests are designed to be completed in 60 minutes. Marking instructions are provided.

We hope that you find this resource supportive and engaging and that it helps your students get the most out of the student books.

Chapter 1 Early Scottish history – textbook pages 6–30

Chapter objectives	Key aspects of student achievement	Key assessment opportunities
<p>In this chapter, pupils will learn about:</p> <ul style="list-style-type: none">the evidence that exists for Iron Age Scotland and what it tells usthe Roman invasions of Scotland and their effects on the people and landthe introduction of Christianity and its impact on Scotlandthe forces and circumstances which led to the formation of a unified Scottish kingdom, including the impact of the Vikings.	<ul style="list-style-type: none">An understanding of the nature of evidence and what it tells us about the past.An understanding of key events leading to the establishment of the Scottish kingdom.Development of knowledge and source skills through the key assessment opportunities.	<p>The textbook provides formative assessment opportunities with questions and activities at the end of each lesson for developing knowledge and source skills, as well as expanding research ability.</p> <p>The chapter also contains summative assessment tasks at Second, Third and Fourth Levels, based on their knowledge of the chapter.</p>

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BGE S1–S3 History: Second, Third and Fourth Levels

Planning Tables: 1 Early Scottish history

Unit: Celtic Scotland				
Lesson	Teaching notes	Experiences and outcomes	Benchmarks	Monitoring progress & assessment opportunities
1.1 Scotland in pre-history Textbook pages 6–9	<p>In this lesson, students will need:</p> <ul style="list-style-type: none"> • a pen • a jotter • an exercise book or paper • access to the internet. <p>Activities in this lesson include:</p> <ul style="list-style-type: none"> • reading • using knowledge and understanding to produce summary notes • research. <p>Key skills</p> <ul style="list-style-type: none"> • Using knowledge • Research 	<p>Second Level I can use primary and secondary sources selectively to research events in the past. SOC 2-01a</p> <p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p> <p>Third Level I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a</p> <p>Fourth Level I can evaluate conflicting sources of evidence to sustain a line of argument. SOC 4-01a</p>	<p>Second Level Uses both primary and secondary sources of evidence in an investigation about the past.</p> <p>Describes at least two ways in which past events or the actions of individuals or groups have shaped Scottish society.</p> <p>Describes and discusses at least three similarities and differences between their own life and life in a past society.</p>	<p>End-of-lesson activities – page 9</p> <ul style="list-style-type: none"> • Pupils can accurately describe the main features of iron age buildings. • Pupils can identify three differences between own life and life in a past society. • Extension activity Pupils can conduct research to identify iron age structures in their own area. • Worksheet 1A Successfully answer 'describe' question (Question 1).

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Planning Tables: 1 Early Scottish history

Unit: Roman invasions				
Lesson	Teaching notes	Experiences and outcomes	Benchmarks	Monitoring progress & assessment opportunities
1.3 First Roman invasion of Scotland Textbook pages 12–14	<p>In this lesson, students will need:</p> <ul style="list-style-type: none"> • a pen • a jotter • an exercise book or paper. <p>Activities in this lesson include:</p> <ul style="list-style-type: none"> • reading • summarising • analysing sources • using knowledge to answer questions. <p>Key skills:</p> <ul style="list-style-type: none"> • reading • interpreting/analysing sources • using knowledge and understanding to synthesise information and produce summary notes. 	<p>Second Level I can use primary and secondary sources selectively to research events in the past. SOC 2-01a</p> <p>Third Level I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a</p> <p>Fourth Level I can evaluate conflicting sources of evidence to sustain a line of argument. SOC 4-01a</p>	<p>Second Level Uses both primary and secondary sources of evidence in an investigation about the past.</p> <p>Third Level Compares a range of primary and secondary sources of evidence, to present at least three valid conclusions about a historical period.</p> <p>Fourth Level Demonstrates the ability to provide a valid argument on a historical theme.</p> <p>Provides at least two valid opinions to support the argument.</p>	<p>End-of-lesson activities – page 14</p> <ul style="list-style-type: none"> • Pupils can accurately interpret primary source material relating to the Roman invasion of Scotland. • Pupils can come to supported judgements regarding primary evidence of the past. • Pupils can use their language skills to summarise the section of work in their own words. • Pupils can use their knowledge to draw conclusions on why the Romans did not conquer all of Scotland. • Worksheet 1A Successfully answer 'explain' question (Question 2).

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Third Level extension task

This worksheet provides practice for answering assessment-style questions.

There are **three** main types of knowledge questions that you will be asked to answer.

- 1 **Describe** a historical event.
- 2 **Explain** the reasons for/consequences of a historical event.
- 3 **How important/successful** something was in a historical event.

Here is a brief guide.

1 The 'Describe' question

For this type of question, you need to give **two** relevant facts. These can be straightforward or developed points. For example, '*An important period of Scottish history is the Iron Age. [point] The Iron Age took place between 700BCE and 400CE. [developed point]*

Now answer this question.

Describe the structures that the Iron Age peoples of Scotland lived in.

2 The 'Explain' question

For this type of question, you will need to:

- Give an introductory sentence. For example, '**There were many reasons why...**'
- Give **four** reasons why something happened or a person/development was important.
- For example, '**One reason why the Romans invaded Scotland was to defeat the Celtic tribes.**'

Now answer this question. Use the words in **bold** in the example to help you organise your answer.

Explain the reasons why the Romans invaded Scotland.

3 The 'How important/successful' question

For this type of question you will need to:

- Give a balanced answer. This means that you should give at least one point of information supporting the success of the Roman invasion of Scotland.
- List at least one point of information arguing against the success of the of the Roman invasion of Scotland.
- You should make at least **three** points of information in total.
- Give an overall judgement on the questions asked. For example, *'Therefore the Roman invasions of Scotland were successful/not successful.'*
- Give a supporting reason for your opinion. For example, *'because...'*

For example:

'The Roman invasion of Scotland was successful as... Also, the... However, ... Therefore, the Roman invasions of Scotland were/were not successful as...

Now answer this question. Use the words in bold in the example to help you organise your answer.

How successful were the Roman invasions of Scotland?